**West Cary Arts Department Common Core Phase IV Lesson Plan**

**Submitted by Juli Betts, Elizabeth Taylor, and William Slechta**

**Subject/Class:** All Music Classes (band, beginning band, orchestra, beginning strings, chorus, and show choir)

**Time Needed:** 1 or more class periods depending on extensions

**Overview:** The music classes at West Cary include a focus on music vocabulary and attention to detail in the text (music) that the students are learning. Since the specifics within each classroom vary, this plan includes various options and extensions to meet the needs of our various classes.

**NC Essential Standards for Music:**

ML.1: Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.

ML.2: Interpret the sound and symbol systems of music.

ML.3: (for extension) Create music using a variety of sound and notational sources.

**Content Objective:** The student will demonstrate understanding of musical symbols and vocabulary and apply the meaning of these symbols and vocabulary in their performance. For an extension, students will create a musical composition.

**Language Objectives:** The student will discuss with a partner or small group the meaning of symbols and vocabulary previous learned and will share their knowledge with the entire ensemble. The student will listen and participate in a class discussion concerning unfamiliar symbols and vocabulary. The student will rehearse the music applying the symbols and vocabulary both individually and as part of the ensemble. For an extension, students will compose music using traditional or non-traditional notation (on paper or on the computer) and perform their piece for their classmates.

**Materials Needed:** music (and instrument for band, beginning band, orchestra, beginning strings); for an extension students would need a pencil and music staff paper or access to a computer while the teacher would need access to a white board or computer with projector

**Procedures:**

1. Students enter room and set up (may include getting out instruments, tuning, individual warm ups, etc.).

2. Class completes a group warm up (may include echo patterns, rote exercises, review lines from a method book, stretches, etc.).

3. Students look at a piece of music. Either individually, with a partner or small group, or as a class, students will identify the various musical symbols and vocabulary used by the composer. With a partner or small group, students will discuss the meaning of the known symbols and vocabulary. Students will then share the meaning of these items with the rest of the class. In some classes, the teacher may have the students demonstrate the meaning through instrumental and/or verbal performance (such as playing a note Forte or singing a note piano).

4. The teacher presents information about unfamiliar symbols and vocabulary used in the music and may demonstrate the meaning in some classes. Students discuss the meaning of the new symbols and terms and then demonstrate their understanding either alone or as a class. Depending on the class, specific techniques needed to achieve the desired result may need to be taught or reviewed (such as where to move the bow in relation to the bridge to get louder or softer sounds on string instruments).

5. Depending on the class, as the ensemble works through the piece of music, the teacher either stops the ensemble to remind students about the terms or symbols, has the students individually practice a section with increased emphasis on demonstrating the terms or symbols, or uses other techniques to help the students improve their accuracy of performing the desired term or symbol.

6. After rehearsing the piece reinforcing the accurate performance of all markings in the music, the ensemble will play through the piece without stopping as a practice performance – assessment of the day’s learning. Depending on the class, the teacher may record the practice performance and then have the students listen to the performance and then discuss their perception of the accuracy of their performance in regards to all the markings in the music. In addition, the teacher might have the students play the piece again so that students could adjust their individual performance based on what they heard in the recording.

7. Optional extensions that the teacher may have some or all of the students complete – please note that some of these are dependent on the students completing a prior extension while others could be done independently:

A. Teacher has students create a composition that incorporates specific musical terms or symbols or allows students to pick symbols or terms of their choice using music staff paper and a pencil (composition could include traditional or alternate notation and could have additional requirements regarding length, specific notes required, key, etc.).

B. Teacher shows students how to use an online or computer-based music notation program using a computer with projector so students can see how to use the program. Students could then work in a computer lab or at home to complete the composition (as in A the composition could have various additional requirements.

C. Teacher shows the students’ compositions to the other students in the class using the computer and the projector so the class can discuss the use of various musical terms and symbols.

D. Students could perform their own compositions for the class, students could perform compositions written by other students, or the teacher could perform the students’ compositions.

E. Students complete worksheets that equate symbols with their names (such as a code breaking worksheet from Fun Music Company where different levels require students to identify the symbols in more complex ways)

***NOTE:*** A sample composition assignment for Beginning Band is included on the last page of this document.

**Assessments:** Student verbal answers during the class discussion and the students’ performance of the symbols/terms when completing the practice performance; for the optional extension, students could be assessed on the proper use of the music vocabulary and symbols.

**Follow – up:** In future class periods, students could review the symbols and terms, could focus on improving the accuracy of their performance of the symbols and terms with a different known piece or an unfamiliar piece, or could compose compositions with additional guidelines.

Sample Composition Assignment

Beginning Band

Composition Assignment

Objective: - To use terms, symbols, notes and rests that have been learned to create a short composition

that can be played on your instrument.

To be able to play your own composition.

Directions: Using the staff paper provided do the following:

1. Put your clef sign at the beginning of the staff
2. Write the time signature for 4/4
3. Using any notes you have learned that we are using in class for listening exercises, write your own piece of music that is at least four measures long.

* You must have at least four measures, but can have more if you want
* You must use at least one whole note
* You must use at least two rests of your choice
* You must use at least five different notes
* You must be able to play your piece
* You must write the counts under the notes for your piece

1. Give your piece a title

Check to see if you have placed the stems on the notes correctly. If you do not remember the rule for writing stems on notes refer back to page 7 in your theory book where it talks about how to place the stems on notes.

Play your piece and see if it sounds like it ends or if it sounds like it needs to go on. If it sounds like it ends that is great, but if it doesn’t sound like it is over then try another note for the last note. Some of the notes will make it sound finished at the end and some will make it sound like it should go on to another note. Experiment with it.

Ask a friend in your section to look at it and see if they can read it and understand what you wrote. If they have questions, then clarify and write it more clearly. If necessary, make a final copy to turn in that is clear and easily readable.